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**GEOGRAPHY**

**United Kingdom and Republic of Ireland: Physical/Political Map**

This lesson is designed to provide an opportunity to familiarize students with the United Kingdom and the Republic of Ireland in preparation for a meaningful sister-school partnership. It is suggested that the lesson be:

- 1) Introduced following the explanation of the partnership in which they will be involved this school year, and
- 2) Used in conjunction with the history, government, economics, and language arts lessons designed specifically for participating schools.

**I. Content:**

I want my students to understand (or be able to):

- A. Use maps to acquire and process information from a spatial perspective.
- B. Use mental maps to organize information about people, places, and environments.
- C. Recognize the human and physical characteristics of the United Kingdom and the Republic of Ireland.

**II. Prerequisites:**

In order to fully appreciate this lesson, the student must know (or be experienced in):

- A. The development and use of maps.
- B. The identification of physical and human features on maps to analyze place.
- C. The recognition of how culture and experience influence people's perception of places and regions.

**III. Instructional Objectives:**

The student will:

- A. Explain the difference among the names *British Isles*, *Great Britain*, *Ireland*, *United Kingdom*, and *the Republic of Ireland*.
- B. Locate and label the United Kingdom and the Republic of Ireland on a map including political and physical features.
- C. Practice the process of mental mapping the region.

**IV. Materials and Equipment:**

*Teacher:* Overhead projector

Map transparency: United Kingdom and Republic of Ireland

Transparency markers

Lesson packet

World wall map

Atlas

*Students:* Map: United Kingdom and Republic of Ireland

Instruction sheets

Atlas

Colored markers or pencils

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**V. Instructional Procedures:**

- A. Write the following on the board:  
*British Isles, Great Britain, Ireland, United Kingdom, Republic of Ireland*
- B. Explain that none of these are synonymous. Ask for student volunteers to differentiate among them. Record their definitions on the board.
- C. Without determining the accuracy of the student definitions, distribute copies of the map: United Kingdom and Republic of Ireland, the instruction sheet, and the world atlas. It is recommended that this map activity be done orally as a class with the teacher modeling the procedure on the map transparency as the students locate and label on their maps. Reinforce the need for accurate and neat work.
- D. When the map activity has been completed, instruct students to place the maps in their notebooks for future reference. Then, begin a short mental mapping practice. Without access to any maps, ask them to visualize the relative location of Europe, the United Kingdom, the Republic of Ireland, Northern Ireland, England, Scotland, and Wales.

**Mental Mapping:** The ultimate goal of map work is to train students in mental mapping – the skill to visualize the relative location of places without the use of maps. Students should be asked routinely to practice this skill upon completion of each map activity to facilitate the organization of information about people, places, and environments in a spatial context. For example, students should have the ability to “see” in their minds that Idaho is bordered on the east by Montana and Wyoming and that Montana is north of Wyoming.

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**United Kingdom and Republic of Ireland**  
**Instruction Sheet**

Referring to the physical and political maps of Europe in your atlas, identify, locate, and label the following. Spell and capitalize correctly.

1. Two large islands, **Great Britain and Ireland**, lie off the coast of northwest Europe. On a world wall map and atlas world map, locate these two islands. (**The British Isles** refer to these islands - Great Britain and Ireland- and many smaller nearby islands.)
2. The larger island, Great Britain, consists of three formerly independent countries: **England** to the southeast, **Wales** to the southwest and **Scotland** to the north. Although united politically with England, Scotland and Wales have retained a strong sense of cultural identity. On your outline map, locate and label these three regions using the atlas political map of Europe.
3. The smaller island, Ireland, is divided into two political units: the region called **Northern Ireland** to the north, and the country of **Ireland** to the south. Label these on your outline map. Write **IRELAND** in bold capital letters to indicate that it is an independent country.
4. The United Kingdom is a country that includes England, Scotland, Wales and Northern Ireland. Using an orange marker or orange colored pencil, trace the outline of the United Kingdom on your map. Label the **UNITED KINGDOM** in bold capital letters. (The country is also known as the United Kingdom of Great Britain and Northern Ireland.)
5. Using a green marker or green colored pencil, trace the outline of Ireland also called the Republic of Ireland.
6. London is the capital of the United Kingdom. The absolute location is 52° N, 0°. Find the exact location identified by the star and label **London**.
7. Dublin is the capital and largest city in the Republic of Ireland. The absolute location is 53° N, 6° W. Find the exact location identified by the star and label **Dublin**.
8. Northern Ireland is sometimes called Ulster. On your map by the label Northern Ireland, write (**Ulster**) in parenthesis.  
The division of Ireland is much more than just a line drawn on the map. The division is three-fold:
  1. The island is divided into two parts politically - Northern Ireland under the government of the United Kingdom, and the Republic of Ireland, an independent country.

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2. It is also divided by religion. Northern Ireland has a Protestant majority whereas the Republic of Ireland is primarily Catholic.
3. A cultural division also exists. The majority of the population in Northern Ireland are descendants of Scottish and English immigrants. Many people in the Republic of Ireland are of native Celtic descent.

Northern Ireland has been involved in a long, bitter and sometimes violent conflict over whether it should remain part of the United Kingdom or be reunified with the Republic of Ireland.

9. Belfast is the largest city in Northern Ireland and the capital of that region. The absolute location is 54° 35' N, 6° W. Find the exact location identified by the dot and label **Belfast**.

Irish culture has been influenced by centuries of English rule. One such influence is language. Nearly everyone in Ireland speaks English. Today in the Republic of Ireland, groups are promoting traditional Irish culture. One example is the use of Irish **Gaelic**, a Celtic language. Gaelic and English are the official languages of the country and both are taught in schools. Road signs are written in English and Gaelic. This is another noticeable difference between Northern Ireland and the Republic of Ireland. In Northern Ireland, the signs are written in English only. There, Gaelic is not used.

10. The title of your map is **United Kingdom and Republic of Ireland**. Under the word Ireland, write the Gaelic name for the country (**Éire**) and enclose in parenthesis.
11. Gaelic for Dublin is (**Baile Átha Claith**). Write this by the name Dublin and enclose in parenthesis.

12. Cork is the second largest city in the Republic of Ireland and a major Irish seaport. People who reside in Cork often refer to it as the “true capital of Ireland.” The absolute location is 52° N, 9° W. Find the exact location identified by the dot and label **Cork**. In parenthesis, write the Gaelic name (**Corcaigh**).

The island of Ireland has been divided into 32 counties: Northern Ireland consists of six counties and the Republic of Ireland has twenty-six. These counties have strong loyalties, and it is common in conversation to hear a reference to *County Cork* or *County Limerick*, for example.

13. The climate of Ireland is the marine west coast, similar to the coastal area of Washington and Oregon. Because of the humidity and abundant rainfall, the vegetation is a vivid green. Thus, Ireland is called the *Emerald Isle*. Although the British Isles are farther north than the United States-Canadian border, the North Atlantic Current that originates in the Caribbean and heads northeast across the Atlantic Ocean helps to keep the temperatures moderate. Generally, the winters are mild and the summers cool. (An ocean current is a fast moving stream of water

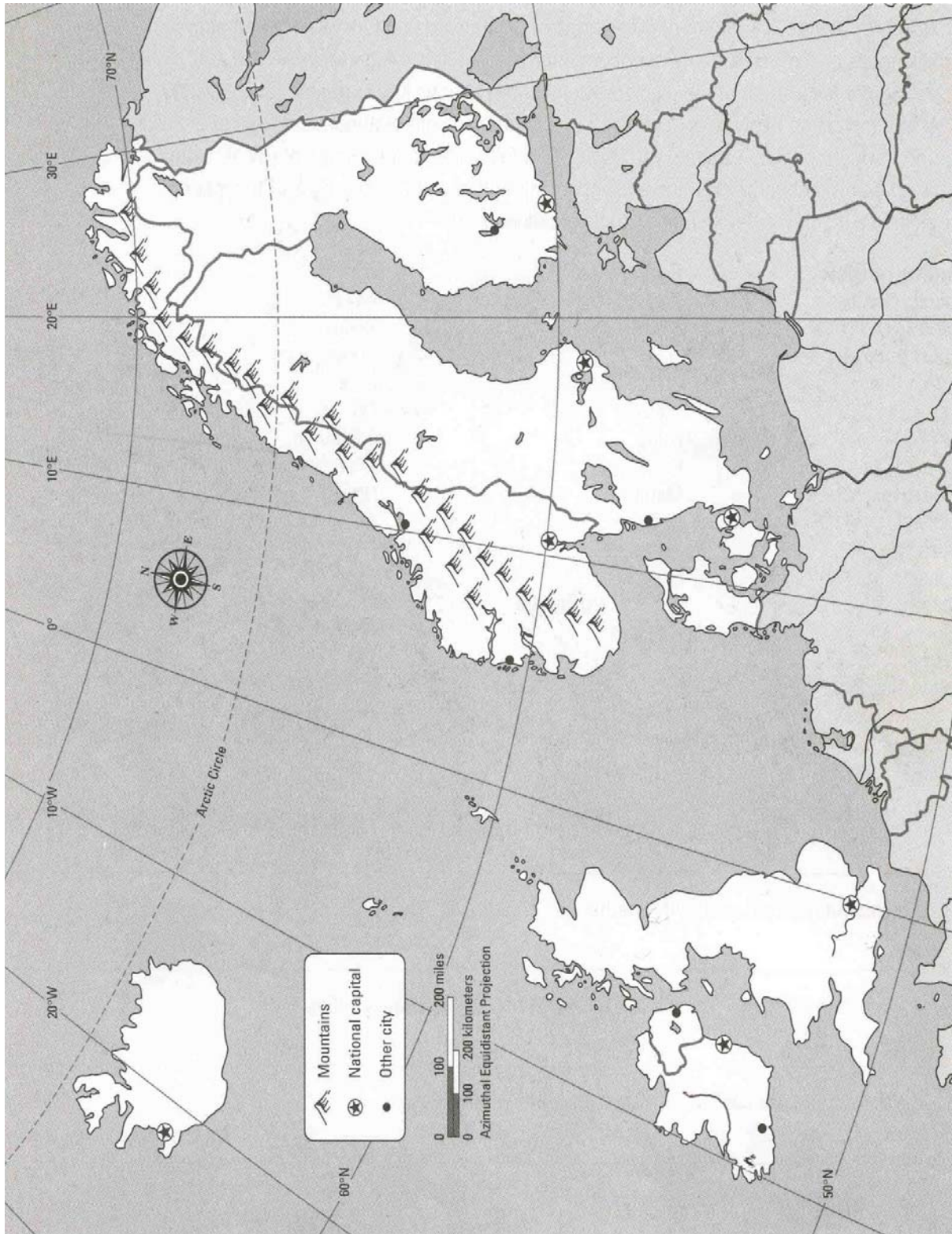
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within an ocean. Warm currents flow from the equator toward the poles and cold currents flow toward the tropics.) Referring to the world climate map in the front section of the atlas, locate the ocean current that passes by the United Kingdom and Ireland, draw it in using a red marker or red pencil to indicate that it is a warm current, and label the **North Atlantic Current**.

14. As is the case with all island countries, the ocean has had a major effect not only on the climate, but also on the history and way of life. Referring to the physical map of Europe in your atlas, label the **Atlantic Ocean, Irish Sea, North Sea, English Channel, St. George's Channel**, and the **Strait of Dover**. (Channels and straits are narrow bodies of water joining two larger bodies of water.)
15. Carrauntoohil at 3,406' is the highest point in the Republic of Ireland. Locate the symbol for mountain on your desk map (an inverted **V**) and label **Carrauntoohil**. In parenthesis, write the elevation. (Compare with Borah Peak at 12,662'.)
16. The Shannon River is the longest river in Ireland - 240 miles long. Locate the **Shannon River** on your desk map and label it.

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**United Kingdom and Republic of Ireland**



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**HISTORY**

**United Kingdom and Republic of Ireland: Historical Events Timeline**

This lesson is designed to provide an opportunity to familiarize students with the United Kingdom and the Republic of Ireland in preparation for a meaningful sister-school partnership. It is suggested that the lesson be:

- 1) Introduced following the explanation of the partnership in which they will be involved this school year, and
- 2) Used in conjunction with the geography, government, economics, and language arts lessons designed specifically for participating schools.

**I. Content:**

I want my students to understand (or be able to):

- A. Use a timeline to process historical information.
- B. Recognize how the forcible use of English plantations was imposed upon the Irish.
- C. Recognize how a minority of Protestant settlers dominating the indigenous Catholics led to the divisive religious issues of this century.

**II. Prerequisites:**

In order to fully appreciate this lesson, the student must know (or be experienced in):

- A. The location of the Republic of Ireland and Northern Ireland.
- B. The relationship between Northern Ireland and Great Britain.
- C. The recognition of how historical events lead to cause and effect of future events.

**III. Instructional Objectives:**

The student will:

- A. Explain the 16<sup>th</sup> and 17<sup>th</sup> century meaning of plantation as a deliberate act of colonization.
- B. Practice the process of K-L-W strategy in using visual elements to initiate student thinking and to tap prior knowledge.
- C. Practice the process of creating a tag board timeline to visualize how historical events relate to one another.
- D. Discuss and illustrate a historical event from Irish history.
- E. Evaluate events leading to “The Troubles” in Ireland.

**IV. Materials and Equipment:**

*Teacher:* Geography lesson for background information  
Lesson packet  
World wall map

*Students:* Student handouts of “The Troubles” (Transparencies may be used here)  
Timeline Events Handout

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**V. Instructional Procedures:**

- A. Hand students the Student Handout picture packet or use it as transparencies. Conduct a K-L-W strategy to introduce the history timeline lesson. Ask students to consider what could have lead neighbors to commit such acts of violence. Explain to students that this lesson will help them to understand the background of the conflict between Protestants and Catholics in Ireland and Northern Ireland.

**K-L-W Strategy:** The Know-Learn-Write strategy captures students' attention with a visual image to initiate student thinking and tap their prior knowledge. This technique directly involves students in their own learning by having them preview and then review their own knowledge of a topic. Students brainstorm what they already know about an identified subject, formulate questions about what they would like to learn and eventually write about what they have learned. Students develop a sense of investment and ownership of the future content of the lesson.

- B. Divide students into pairs or groups and assign them to research an event from the history of Ireland worksheet. (Individual students may also complete this assignment.) Each pair or group should use the internet or written material to learn more about their topic and to find or create an illustration for their event. Have students create tag board headlines for a classroom timeline. Allow time for students to prepare their information and illustrations.

**Tag Board Timeline:** Students meet in pairs or groups to research a historical event and then create a timeline by using strips of tag board or construction paper. They list the date of their event across the top, and a headline summarizing the event along the length of the strip (See Figure 1-1). Create a timeline on the chalkboard or on a length of butcher paper, which includes the earliest date and is marked off by decades up through the present date (See Figure 1-2).

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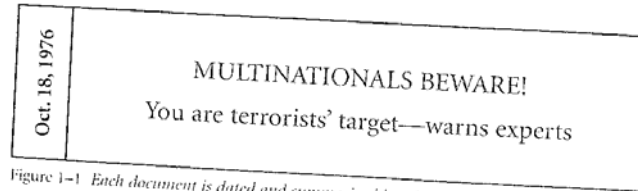


Figure 1-1 Each document is dated and summarized in a headline on a piece of tagboard.

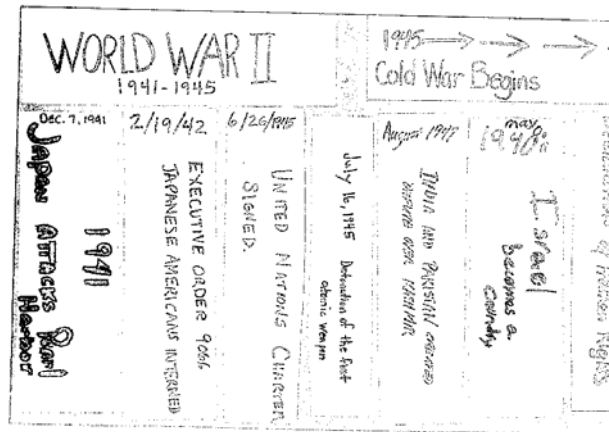


Figure 1-2 The tagboard headlines in chronological sequence become a timeline.

\* Selwyn, Douglas & Maher, Jan.  
History in the Present Time. Heinemann.  
Portsmouth, N.H. 2003

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- C. Give each group or pair of students a few minutes to present their discoveries and illustrations to the rest of the class, thus creating the “story” of Ireland’s history.
- D. When all items have been posted, discuss what has emerged from the collected research of the students. Are there surprises? New questions that have come up as a result of the research? Review any common themes that have emerged from the timeline activity.
- E. Assign students to summarize historical events from Irish history in a one to two page essay, using notes from classmates’ presentations. If time is limited, this can be given as a homework assignment. Another optional evaluation would be to divide students into pairs and have each summarize to the other the events leading up to “The Troubles” in Ireland.

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**United Kingdom and Republic of Ireland**  
**Timeline Events**

Use the following list of historical events to assign students to research.

**Tudor settlement : AD 1494 - 1601**

1. In 1494,, Henry VII attempts to establish English control in Ireland by dismissing the earl of Kildare from his post as lord deputy, and sends Sir Edward Poynings in his place with a full contingent of English administrators.
2. Poynings summons a parliament at Drogheda in December 1494, which passes legislation asserting English supremacy, even the reenactment of a statute of 1366 forbidding marriage between English colonists and the Irish. These acts, known as the Statutes of Drogheda (or more informally as Poyning's Law), remain in force until 1782. For nearly three centuries they limit any form of Irish independence.
3. The Irish parliament passes an Act of Supremacy in 1536, following it with another measure in 1541 recognizing Henry as kind of Ireland.
4. In 1542, the Tudors continue their intent to transform the Irish chieftains into hereditary peers on the English system with a right to sit in the parliament in Dublin, by granting the earldom of Tyrone to Conn O'Neill.
5. Conn O'Neill's son, Shane, leads an armed rebellion early in the reign of Elizabeth I.
6. Between 1594 and 1603, Conn O'Neill's great-grandson Hugh, in alliance with the chief of the O'Donnells, creates far more serious uprising and rebellion.

**Flight of the earls: AD 1607**

7. O'Neill and O'Donnell's rebellion collapses in 1603, but they are allowed to keep their hereditary lands in Ulster. O'Donnell is even created earl of Tyrconnell, to match O'Neill's earldom of Tyrone. However, the two Celtic and Catholic earls find life intolerable in an Ireland organized along Anglo-Saxon and Protestant lines. Their ancient lands are divided now into counties, and are garrisoned by English troops.
8. Tyrconnell engages in secret negotiations with Spain, of which word reaches the English court in 1607. Tyrconnell and Tyrone surprise everyone by secretly embarking on a ship, with their families and other clan leaders, and sailing to France.
9. The English, legitimately accusing the earls of treason, declare their massive territories in northern Ireland to be forfeit. Ulster, until this time the most Catholic and Celtic region of Ireland, begins now to be transformed into a Protestant stronghold as the English set about the process of plantation.

**The Plantation of Ireland: AD 1586-1641**

10. In 1583, after the failure of a rebellion led by the earl of Desmond, the forfeiture of his lands, and those of his followers, puts about half a million acres of fertile land in Munster at the disposal of the English government. It is relatively unoccupied, because so many peasants have died of famine in the disturbances. Details for the plantation are precisely worked out. Some farms are to be occupied by English or Scottish settlers who accept on oath the supremacy of the English king; others are offered only to people of English or Scottish birth, but may be sublet to the Irish; a third class of farm is for the Irish only. The annual rents for the three groups are in the ratio 1, 1.5, and 2.
11. Scottish settlers and their Presbyterian ministers migrate to Ireland, leaving Scotland because of religious unrest. Ulster acquires a mixed population very different from the rest of Ireland.

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12. Catholic resistance in Ulster causes another rebellion to break out in 1641. Tension between Charles I and parliament is approaching crisis in England. Irish rebellion becomes entangled in the wider struggle.

**Ireland and the Commonwealth: AD 1649 - 1660**

13. In response to the Irish rebellion of 1641, parliament passes a bill in early 1642. It declares that at least 2.5 million acres of Irish land will be forfeited because of the actions of the rebels. The bill proposes to raise one million pounds to send an army to Ireland, the loan to be repaid later with the acres.
14. Charles I is executed in 1649 and Ireland is recognized by Parliament as a source of danger, a stronghold of royalist resistance. Oliver Cromwell becomes commander in chief in Dublin in August 1649. Cromwell takes an important body of royalist troops in the town of Drogheda, killing civilians and any priests he can find – a total of about 1800 people. Other towns surrender. Cromwell leaves Ireland in 1650.
15. In 1653, attempts at plantation begin again, with assumption that any Irish who have not helped the parliamentary cause are by definition guilty and should lose their property, if not their life. The innocent are allotted land in one quarter of the island – the western province and the rest are to be an exclusively English zone. Hanging and deportation to Barbados await those innocent Irish who refuse to move west. Two-thirds of all Irish land is eventually owned or occupied by the English.
16. The Act of Explanation, in 1665, requires a third of all land acquired during the Commonwealth to be surrendered as some measure of compensation for Irish Catholics.

**James II and Tyrconnell: AD 1686 – 1690**

17. James II's appointment of Roman Catholics to high office, which causes such dismay in England, is correspondingly popular in Ireland. The earl of Tyrconnell is given command of the army in 1686 and becomes lord deputy of Ireland. Under his rule, Protestants begin to be purged from the army, the administration and the judiciary, to be replaced with Catholics.
18. James II flees from England to France in 1688 and Tyrconnell continues to rule Ireland in his name rather than that of William III.

**James II in Ireland: AD 1689 - 1690**

19. James II sails to Ireland from France in March 1689 with a small army, supported by Louis XIV. James is acknowledged king by Irish Catholics – eagerly expecting to recover the lands appropriated over the past century by English Protestants. James meets resistance in northern Ireland, where the Protestant settlement is strongest. Troops arrive to support both sides from France and England. On July 11<sup>th</sup>, the rivals confronted one another. James II retreats back to France and the Irish Catholics continue to fight for another year, hoping to win two concessions – security in possession of their estates and toleration for the Catholic religion.
20. The Treaty of Limerick ends the war in October 1691.

**United Kingdom of Great Britain and Ireland: 1801-1921**

21. In 1800, against considerable opposition, the British Prime Minister, William Pitt, pushes through a new Act of Union. The British Isles is to be a single political entity, known as the United Kingdom of Great Britain and Ireland. Pitt hopes the change will improve the lot of Catholics in Ireland, but he underrates Anglican opposition to any such measure. Catholic Emancipation becomes the great Irish issue of the 1820s, culminating in the Emancipation Act of 1829.
22. From the 1850s, Irish attempts to break union with Britain increase. Secret military associations are founded and the fight for Irish independence begins in earnest on two fronts, paramilitary and legitimate.
23. The Local Government Act of 1898 takes a small compromise step towards Home Rule by establishing

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elected councils to deal with local affairs.

24. In September 1911, when it is known that a Home Rule bill is in the pipeline, Edward Carson, a brilliant and ruthless leader of the Unionist members of parliament, gives warning of what is to come. He addresses a crowd of 50,000 outside Belfast. He tells them that the morning after Home Rule is granted to Ireland, they must be ready to administer and defend their own 'Protestant Province of Ulster'.
25. September 28, 1912, the Solemn League and Covenant, a document in the Scottish militant tradition, is signed in the Belfast town hall, committing more than 500 people to disobey any future Home Rule government.
26. In January 1913, unionists raise an Ulster Volunteer Force of 100,000 men and begin drill parades with wooden rifles. A similar response on the nationalist side is prompted and in November 1913, a body calling itself the Irish National Volunteers is formed in Dublin and begins its own program of recruitment and drilling. It, too, claims 100,000 members. Soon, real rifles on both sides replace wooden ones.

#### **The Emergence of Sinn Fein: AD 1916-1919**

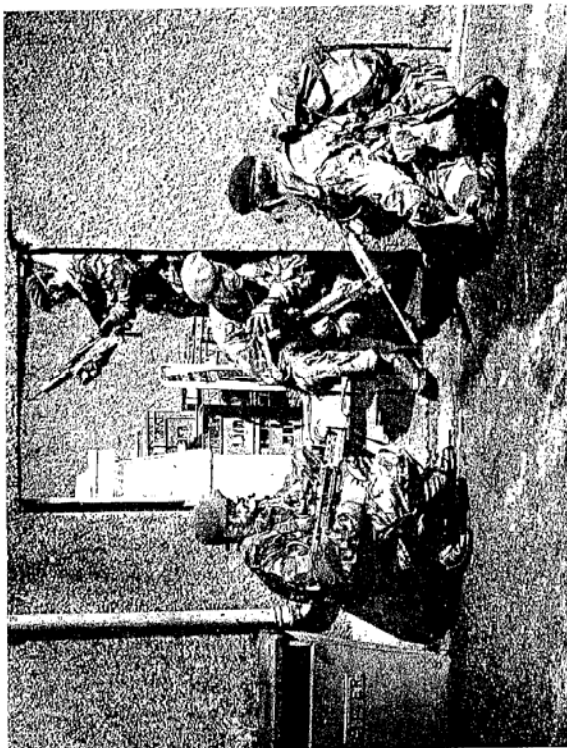
27. April 21, 1916 is Good Friday and the date for an uprising planned by a secret caucus within the Irish Volunteers. Rebel casualties of 64 and civilian casualties of 229 lead to court martials and executions and more than 1500 prison sentences. A new generation of martyr rebels is born, giving a boost to Sinn Fein.
28. In the general election of December 1918, Sinn Fein polls more than twice as many votes as the Nationalist party. Still, Sinn Fein members have no intention of taking their seats at Westminster. Instead, they assemble in the Dublin Mansion House and elect officers.

#### **The Troubles: AD 1919-1921**

29. From January 1919 to July 1921 Ireland is racked by the first of the two periods known colloquially as the Troubles. The events are more formally known as the War of Independence (in Ireland) and the Anglo-Irish War (in Britain). The Volunteers, or armed supporters of Sinn Fein, are secretly informed at the end of January that they are now the army of Ireland, and that they are morally justified in killing enemies of the state – namely British policemen and soldiers. The war of independence is not declared, but in the minds of the combatants of one side it has begun. The Volunteers begin to call themselves the Irish Republican Army, or IRA. Violence rapidly escalates. The authorities, confronted by terrorist acts, take drastic reprisals, which are then seen as justifying the next retaliation. Ambushes, reprisals, explosions and arson become everyday events.
30. In 1920, the passage of a Government of Ireland Act is passed into law. The partition of Ireland is to be accepted as a necessary compromise, but both southern Ireland (twenty-six counties) and northern Ireland (the six counties of northeast Ulster) are now to have their own parliaments with limited devolved powers. Each parliament is to send twenty members to a joint Council of Ireland, which may at any time merge the two without requiring further legislation from Westminster. The proposal meets neither Nationalist wishes for a united Ireland, nor the Unionist desire to remain an undifferentiated part of the United Kingdom. But both sides decide to take part in the elections held in May 1921.
31. A truce comes into effect on July 11, 1921. Violence in southern Ireland ceases and leaders on both sides agree to terms which offer independence to twenty-six counties. In Northern Ireland the new parliament is now functioning, and there has been talk of accommodation of some kind with the south. But civil war south of the border and sectarian riots in the north soon put an end to that. For the rest of the century, from 1922, the republic of Ireland and Northern Ireland go their separate ways.

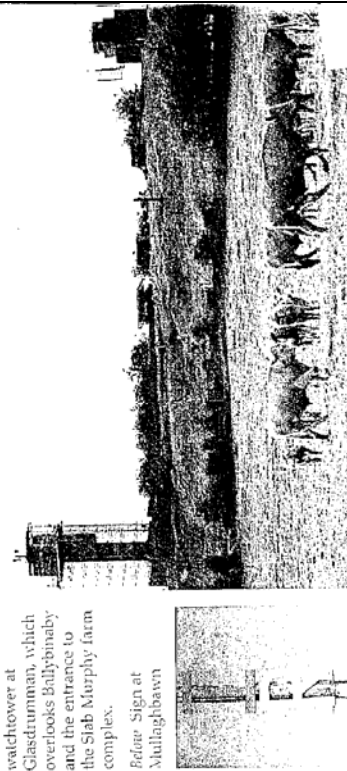
[www.historyworld.net](http://www.historyworld.net)

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Above: Members of a Parachute Regiment brick in Crossmaglen in 1987.

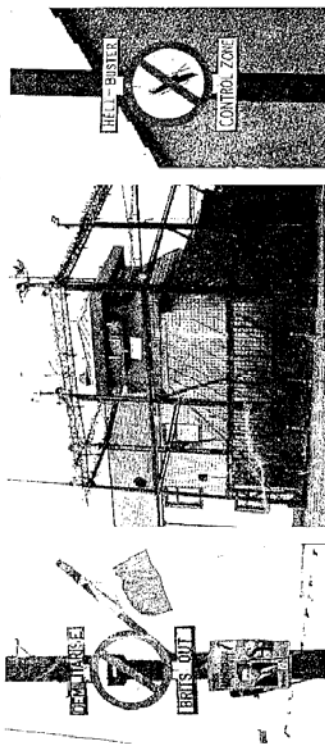
Right: The Army's Golf Three Zero watchtower at Glasdrumman, which overlooks Ballybinabry and the entrance to the Slab Murphy farm complex.



Below: Sign at Mullaghbawn



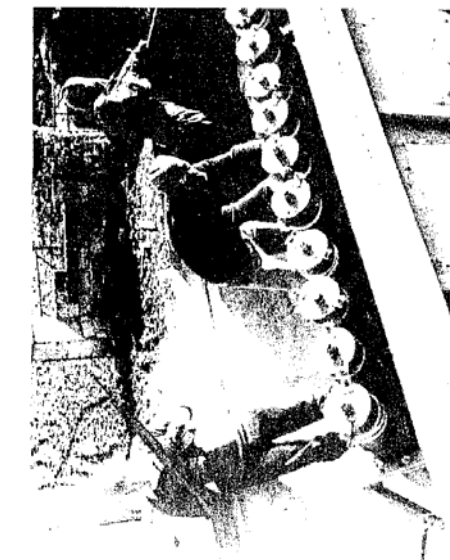
An Army Air Corps Lynx takes off from Crossmaglen security force base in June 1995.



Below: Surveillance photographs of Fannion Maguire and Richard Johnson (left) meeting in February 1989 and Martin Quigley arriving at the picnic spot in May 1989 to meet Johnson.

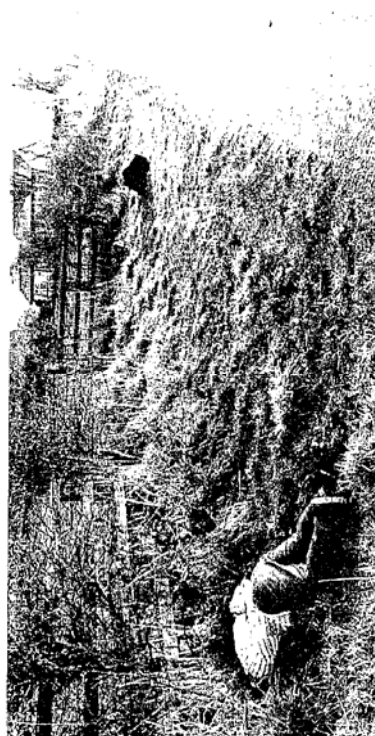


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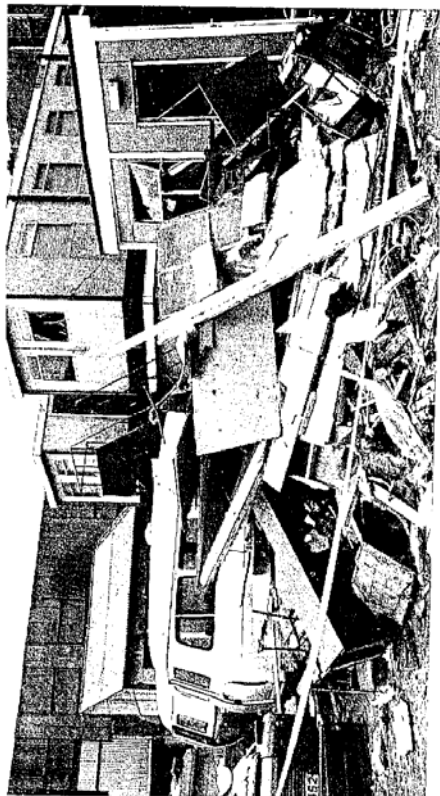


Three IRA volunteers preparing a Mark 10 mortar attack on Forkhill security force base in April 1982.

Below The body of Private Ken Newell dumped beside the Cregganuff Road outside Crossmaglen in November 1991. He and his colleague had been abducted while delivering soft drinks to a garage.

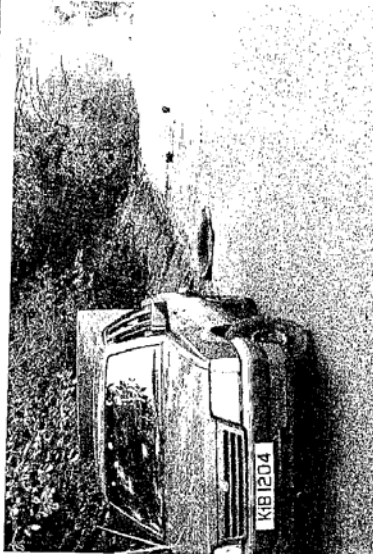


The scene at Killeen in April 1987 after Lord Chief Justice Sir Maurice Gibson and Maurice Gibson and Maurice Gibson.



Above The RUC carmen portacabin at Cory Square station in Newry after it was hit by a Mark 10 mortar bomb, killing nine officers, in February 1985.

The scene of the IRA ambush on the Edenarua Road outside Jonesborough in March 1989, after Chief Superintendent Harry Breen and Superintendent Bob Buchanan had been shot dead. Buchanan's body was still strapped into the passenger seat.



The armour-plated Ford Sierra in which Constable Michael Marshall died in October 1989. Two.



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*Left:* South Armagh Brigade volunteers with a general purpose machine gun and AKM and AK-47 rifles before an attack in the mid-1980s.

*Middle:* An IRA volunteer steps forward to read the Easter statement in St Patrick's churchyard, Crossmaglen in April 1995. The man in the suit on the right is Pat Thompson.

*Bottom:* An IRA volunteer reading the Easter statement in April 1997. The bearded man behind him is Micksey Martin.



The body of John McNulty, a smuggler shot dead as an informer and dumped at a village in July 1989. It had been dragged into the road by the Army in case of body tips.



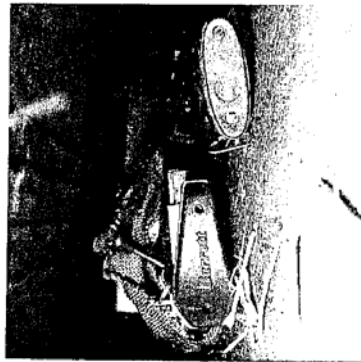
The body of Paddy Flood, an IRA man shot dead as an informer and dumped at Newtownhamilton in July 1989. Flood was interrogated for nearly seven weeks but it has since been established that he was not an informer.

The body of John Dignam, an IRA man shot dead as an informer and dumped at Liska in June 1982. A priest placed a blanket over the body before the security forces arrived.



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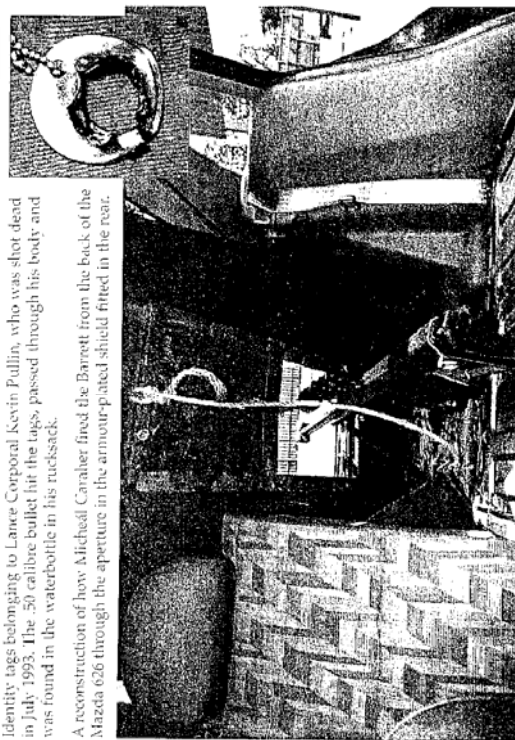
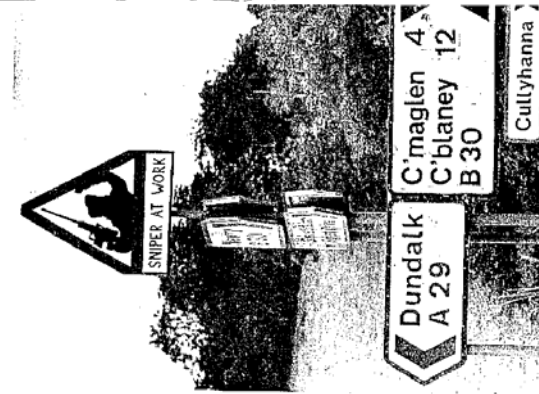


The secret compartment in the bottom of the animal trailer containing the Barrett 90 rifle used to kill Lance Bombardier Stephen Restorick in February 1997.

One of the infamous sniper at work IRA road signs at Ford's Cross near Crossmaglen warning soldiers of the danger of attack.

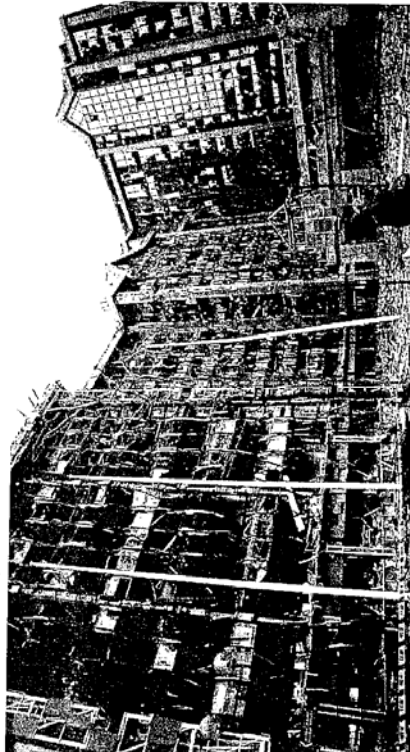
Identity tags belonging to Lance Corporal Kevin Pullin, who was shot dead in July 1993. The 50 calibre bullet hit the tags, passed through his body and was found in the waterbottle in his rucksack.

A reconstruction of how Michael Caraher fired the Barrett from the back of the Mazda 626 through the aperture in the armour-plated shield fitted in the rear.

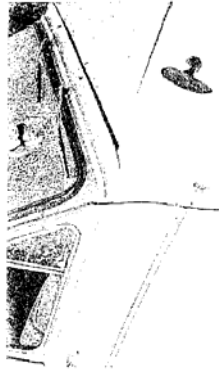


Soldiers on Jonesborough Mountain, site of Romeo Two One watchtower, which overlooks the Gap of the North in 1986.

Commander John Grieve of the Metropolitan Police surveys the damage caused by the Docklands bomb in February 1996. Behind him, on the right, is the News Stop 2000 shop at South Quay where Imam Bashir and John Jefferies died.

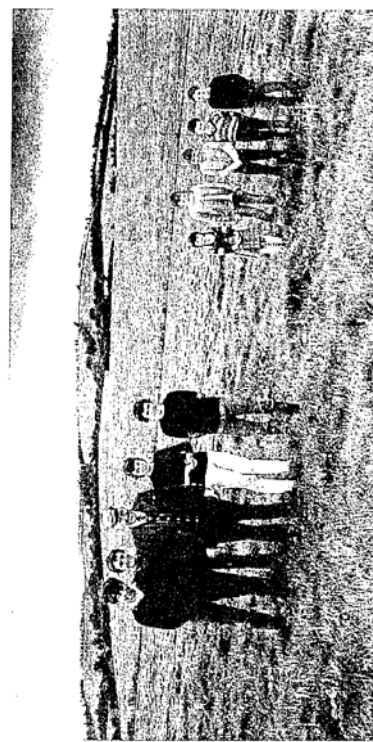
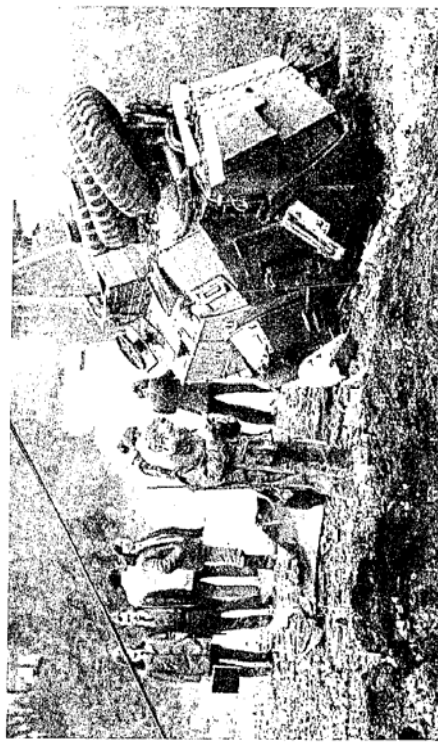


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car overturned at Lurgan, Northern Ireland, October 1973, killing Corporal Edward Gleeson. Soon afterwards, the Army abandoned road transport in South Armagh.

Below: The Carabher family in 1986 on their land near Cullyhamo, which is divided by the border. From the left, Francis, Michael (later to become an IRA sniper), Peter John, Maria and Fergal (shot dead by Royal Marines in 1990) are standing in Northern Ireland. The younger children are in the Irish Republic.



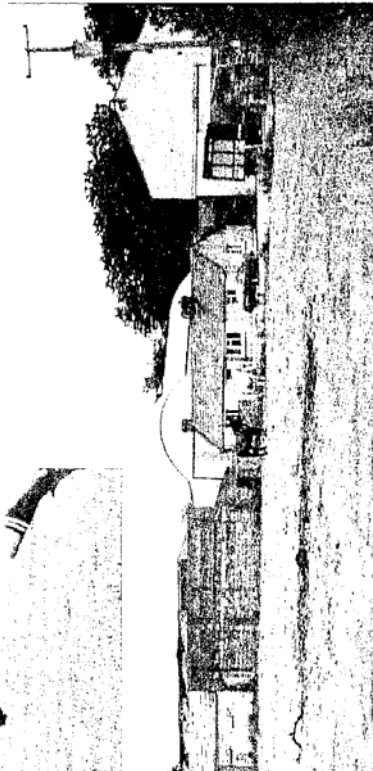
modern troubles in South Armagh.



Middle left: Tom Murphy in action for Roches Emmets in 1979.

Middle right: Tom Murphy (left) and his brother Patrick (right) after their Roche Emmets team had beaten Inniskillen in a Gaelic football tournament at Crossmaglen three days before Donaldson and Villar were killed.

Bottom: The Slab Murphy farm complex at Ballyfinnaboy showing Tom Murphy's house and the sheds which straddle the border.



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# News Letter

PRICE 55p (IR 0.85 EURO) Thursday, October 27, 2005

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RAVE: George Best

**Ex-wife  
says Best  
fights for  
his life**

**GEORGE Best's condition in hospital has "deteriorated dramatically", his former wife Alex said last night.**

The Northern Ireland soccer legend has spent six weeks in the private 'Tommy' Hospital in west London after being struck down with an aneurysm.

Belfast-born Best, 59, had a life-saving liver transplant in 2002 following well-documented drinking problems.

Earlier this week, his agent, Phil Hughes, said he was "doing very well" and his condition had improved.

But last night it appeared his health had taken a turn for the worse.

It is understood he was suffering from internal bleeding and was on life support.

Alex Best said: "I have often told George's condition has deteriorated dramatically. I am praying that he somehow manages to pull through against all the odds."

Best's doctor, Prof Roger Williams, said: "It may be an exaggeration to say Mr Best is gravely ill, but he is severely ill and fighting for his life."

Unbelievable outrage as Han wipes slate for terrorist killers

## HORRIFIC PRICE OF 'PEACE'

THE perpetrators of 1,800 unsolved murders committed during the Troubles will never go to jail for their crimes.

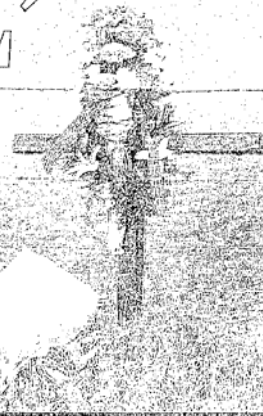
This is the latest terrible price of peace, revealed last night by the secretary of State.

Peter Hain made a clear link between new laws to allow dozens of IRA fugitives to return home and the future of

**BY STEPHEN DEMPSTER**

Political Correspondent,  
at Westminster

other historical terrorist murder cases – including Rinehall, where 10 Protestant workmen were shot dead, Enniskillen and Tollymore – as he spoke to a parliamentary committee. **Turn to page 2**



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REESE WITHERSPOON, JOHNNY CASH AND ZORRO

## THE TIMES

No. 68529 • THURSDAY OCTOBER 27 2005 • www.timesonline.co.uk • 60p



### Britain's detente before EU summit

Two years sought to mend relations with France before the EU summit at Hampton Court today with proposals that would boost Europe's global competitiveness.

NEWS

### Keys for prisoners

Prisoners in emergency jail accommodation cannot be locked in their cells because of the risk of fire, and are being given keys to the buildings in case evacuation is necessary.

NEWS

### 'Kylie effect'

The number of women in Britain being screened for breast cancer has increased since Kylie Minogue, the pop singer, revealed earlier this year that she had the disease.

NEWS

### Genetic clue

A new chart of genetic differences between human beings promises breakthroughs in the hunt for the genes that influence common diseases.

NEWS

### Fashion fallout

The charismatic Frenchman, Roland Mouret, astonished the fashion world by resigning as head designer from the company that bears his name.

NEWS

### Sauce inquiry

The purchase of 112 Tonks by 112 Group has been referred to the Competition Commission.

BUSINESS NEWS

### 'A Chairman of the Fed to occupy historians of the late 20th century'

ANATOLE KALETSKY

COMMENT • WEATHER • BUSINESS • TELEVISION & REGISTER • RADIO

## Three years, three arrests: truth about the Lib Dems' £2.4m donor



Michael Brown, a fugitive from probation in Florida seven years ago while owing money to a court, could face up to five years in jail for fraud. NEWS

## Unionists furious over amnesty for terrorists

By David Sharrock  
Irish Times Correspondent

THE Government is to announce legislation that would grant amnesty to terrorists who committed offences in the early 1990s, after being charged with terrorist offences. The IRA had its composition of violence was over.

Among those who would immediately benefit from such legislation would be Rita O'Hare, Sinn Féin's Washington spokeswoman who went on the run in the early 1990s after being charged with terrorist offences.

Mr Hare is the last sitting of the new Northern Ireland Affairs Committee that the Government would take advice from the police about who should qualify for the amnesty.

Anybody against whom there

was evidence of a scheduled offence, such as murder or firearms, would be eligible to apply for immunity.

He said that provided that the offender was not a supporter of a paramilitary organisation, was not observing a "ceasefire", such as that being undertaken by the IRA, and had not committed any new offence since 1998, they may be eligible.

Well, seriously take advice from the police about this. Mr Hare said. "We have a number of suspects for crimes who are friends of our friends, for whom the individuals responsible are not

allowed back into the United Kingdom."

He added that dozens of offenders would benefit from the legislation. He said that there would be a separate category of offenders who have never been identified or charged, because of a major "cold case" review of 2,120 killings. The review, headed by David Cox, a former Metropolitan Police commander, is the largest of its kind in British criminal history.

The new legislation would mean that technological advances in tracking down offenders for the 77 per cent of the deaths in the Troubles which remain unresolved

would have been used in vain.

George Campbell, the Democratic Unionist MP for East Londonderry, said that there was "unbearable outrage and anger" over the proposed legislation. Sammy Wilson, the MP for East Antrim, said that families would be shattered if they decided that the innocents of their loved ones obtained amnesty.

"We have a number of suspects for crimes who are friends of our friends, for whom the individuals responsible are not

would have been used in vain. George Campbell, the Democratic Unionist MP for East Londonderry, said that there was "unbearable outrage and anger" over the proposed legislation. Sammy Wilson, the MP for East Antrim, said that families would be shattered if they decided that the innocents of their loved ones obtained amnesty. "We have a number of suspects for crimes who are friends of our friends, for whom the individuals responsible are not

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**GOVERNMENT**

**United Kingdom and Republic of Ireland: Peace in Northern Ireland**

This lesson is designed to provide an opportunity to familiarize students with the United Kingdom and the Republic of Ireland in preparation for a meaningful sister-school partnership. It is suggested that the lesson be:

- 1) Introduced following the explanation of the partnership in which they will be involved this school year, and
- 2) Used in conjunction with the geography, history, economics, and language arts lessons designed specifically for participating schools.

**I. Content:**

I want my students to understand (or be able to):

- A. Identify the basic structure of the selected governments of the United States, Ireland, and the United Kingdom of Great Britain and Northern Ireland.
- B. Recognize the history of the “Troubles” of Northern Ireland.
- C. Evaluate the future choices of the future of Northern Ireland.
- D. Analyze the use of the Belfast murals as art for political propaganda

**II. Prerequisites:**

In order to fully appreciate this lesson, the student must know (or be experienced in):

- A. The geographic locations and boundaries of Ireland and Great Britain
- B. A brief history of the relationship between Ireland and Great Britain.

**III. Instructional Objective(s):**

The student will:

- A. Complete the Comparative Governments at a Glance handout Student Template 1. This assignment is considered introductory and optional. It may be used as teacher supplement.
- B. Complete the Comparative Government at a Glance handout Student Template 2.
- C. Read the article “What are the Troubles?” Student Template 3.
- D. Create a bulletin board or classroom visual of government figures and the Belfast Peace Wall from “Google Government Images” during reading and discuss of the information. Teacher Template 3.

**IV. Materials and Equipment):**

*Teacher:* Student Templates (See appendix)

- #1 “Comparative Governments at a Glance Vocabulary List” worksheet
- #2 “Comparative Governments at a Glance” worksheet
- #3 Reading “What’s the Trouble?”

Teacher Templates (See appendix)

- #1 Teacher copy “Comparative Governments at a Glance Vocabulary List” worksheet answer key.
- #2 Teacher copy “Comparative Government at a Glance” worksheet answer key

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#3 Teacher copy of “Google Government Images List”  
Bulletin Board or whiteboard area  
Masking tape

**V. Instructional Procedure:**

- A. Assign homework for each student to “Google” a specific item from the list of government images or allow students a 15 minute period in the computer lab to “Google” government images list. Depending on class size, each student should be instructed to copy a 9 x 11 color copy of their assigned image. See list in Teacher Template #3.
- B. Introductory Activity: Write the following quote on the board and discuss the meaning.

“For forms of government let fools contest;  
Whate’er is best administer’d is best...”

Alexander Pope

English poet from *Essay on Man* in 1733

- C. Complete the Student Template 1 “Comparative Governments at a Glance” vocabulary list worksheet as an option. Each student will complete his own worksheet with information given by the teacher or using a government book or dictionary or other resource books available. If students and teacher are familiar with these terms or time is limited, the teacher may chose to skip this hand out and proceed to the next step.
- D. Complete the Student Template 2 “Comparative Governments at a Glance” worksheet. Each student will complete his own worksheet with the information given by the teacher or by allowing the students to look up information in The World Almanac or other reference source. See Teacher Template #1.
- E. While completing or reviewing above Student Template #2, the students will construct a bulletin board combining all the government images based on the format of Template #2. The visual will be formed by using each student’s assigned image from “Google” Template #1. Leave space between each group of government images.
- F. While reading Student Template # 3 entitled “What’s the Trouble?”, the students will create a pictorial barrier or “wall” between the images of Great Britain, \*Northern Ireland, and Ireland government images. Images for the Belfast Peace Wall and Belfast Murals are listed on Teacher Template #3.
- G. Discuss visuals, markers, memorials that are used in the United States. Examples might include crosses along the highway where accidental deaths occurred, memorial bricks in parks, graffiti of gangs, school rivalry paintings, political yard signs, flag displays on 4th of July, and others.

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- H. Discuss the future issue of Northern Ireland, its sovereignty, the peace process, and future form of government. Relate discussion of future government to the Alexander Pope quote given at the beginning of the lesson.

**VI. Assessment / Evaluation:**

- A. Each student may be graded on their daily participation in the classroom, i.e. the completion of the worksheets involved, their participation in discussion and construction of the bulletin board.

**VII. Idaho Achievement Standards:**

**Standard 5: Global Perspectives**

Students in American Government build an understanding of multiple perspectives and global interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objective(s): By the end of American Government, the student will be able to:**

- 9-12.G.5.1.1 Compare different forms of government, such as presidential with parliamentary, unitary with federal, democracy with dictatorship.
- 9-12.G.5.1.2 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian.

**VIII. Follow Up or Extension Activities:**

- A. Students may draw or paint a mural of a local hero. This could involve a war hero from the Iraq, Afghanistan, or Vietnam.
- B. Students may research current news articles from internet website for recent developments in Northern Ireland, the Peace Wall, and the Belfast Murals.
- C. Additional information on the murals can be found at the following website:  
<http://www.cain.ac.uk/index.html>
- D. Additional photographs can be found at the following website:  
[http://www.boston.com/globe/nation/packages/good\\_friday/part1.htm](http://www.boston.com/globe/nation/packages/good_friday/part1.htm)

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Teacher Template 1  
*Comparative Governments at a Glance Vocabulary Worksheet*

Key Vocabulary terms to define:

1. Define the word state:      With a small “s” denotes family of nations such as Albania to Zambia.  
192 states in the world today  
U.S. Secretary of **State** Condoleezza Rice deals with international states and relations  
Includes the 4 essential elements: a body of **people**, living within a defined **territory**, with a **sovereign government**

**People:** Population

Examples:

Smallest state by population is San Marino 28,500  
Largest is People’s Republic of China 1.3 billion  
United States 295 million  
United Kingdom of Great Britain 61 million  
Ireland 4 million  
\*(Northern Ireland 1.7 million)  
Other related examples

**Territory:** Defined/recognized borders

Examples:

Smallest state by area is San Marino 24 square miles  
Largest is Russia 6.6 million square miles  
United States 3.7 million square miles  
United Kingdom of Great Britain 94,500 square miles  
Ireland 27,135 square miles  
\*(Northern Ireland 5,452 square miles)

**Sovereignty:** Supreme and absolute power within its own territory, Ability to determine government, economic system, shape own foreign policy.

Examples:

Most recent state of Montenegro, May 2006  
Examples of no sovereignty (but have other 3 characteristics)  
Idaho & other 49 U.S. States  
US territories of Puerto Rico, Virgin Island, Guam  
Bermuda, territory of Great Britain  
Greenland, territory of Denmark  
Western Sahara, territory of Morocco, etc.

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**Government:** Organized politically. It is the institution through which society makes & enforces public policy. It is the agency through which the state exerts its will and accomplishes its goals.

Examples:

Democracy and Dictatorship,  
Unitary v. Federal,  
Presidential v. Parliamentary,  
Unicameral v. Bicameral,

2. Define State: With a capital “S” refers to a State in the American union.

Examples:

Idaho, Texas, California, Oregon, etc.

3. Define government: See above definition and examples

4. Define democracy: Supreme political authority rests with the people.  
People are sovereign, the people rule.  
People hold the power through free, open election

Examples:

United States, Great Britain, Ireland, etc.

Optional information:

The opposite of a democracy is a dictatorship. It can be rule by one (autocracy) or rule by a few (oligarchy).

Examples:

Libya (Muammar al-Qaddafi dictator), Cuba (Fidel Castro)  
Democratic Republic of Congo (Joseph Kabila), etc

5. Define republic: Indirect form of democracy or a representative democracy.  
Representatives are chosen by the people to express their will.  
They are responsible to carry out the day to day business of government. Political power is exercised by the representatives chosen and held responsible to the citizens.

Examples:

Larry Craig represents Idaho in the US Senate.  
Kate Kelly represents District # 19 in the Idaho Legislature.  
Jim Tibbs represents Boise on City Council, etc.

6. Define constitutional monarchy:

Hereditary powers are now controlled by a constitution with powers in the people. These once absolute monarchs are now figureheads. In short, the monarch reigns, but does not rule.

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Examples:

Queen Elizabeth of United Kingdom  
King Carlos of Spain  
King Abdullah of Jordan  
Akihito of Japan, etc.

7. Define federal:

Government in which the powers are divided between a central (National) government and a local (State) government.

Examples:

United States (Washington, D.C. & the 50 States)  
Only about 20 other countries have this form of government:  
Australia, Canada, Mexico, Germany, India, Switzerland

Optional information:

The opposite of this is unitary. This means that the governmental power is held at a single, central level. All local units are created and derive their power from the central or national government. It does not mean a dictatorship. Most governments today are unitary.

Examples:

United Kingdom of Great Britain & Northern Ireland,  
Ireland, France, Israel, Japan, Spain, China, etc.

8. Define presidential:

Form of government in which the executive and legislative branches of government are separate and independent of each other. The President is chosen independently of the legislature and has separate powers from the legislature.

Examples:

United States, Mexico, Brazil, Ireland, Kenya, Russia

9. Define parliamentary:

Form of government in which the prime minister and cabinet are members of the legislative branch. The prime minister is the leader of the majority party of that body, is chosen by that body and subject to its direct control.

Examples:

Great Britain, Canada, Japan, Ireland, Spain, India, Israel

10. Define bicameral:

A legislative body that consists of 2 chambers.

Examples:

US Congress, Idaho legislature, British Parliament, Irish parliament, Mexican congress, Canada's parliament

Optional information:

The opposite of bicameral is unicameral which is a legislative

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body that consists of one chamber.

Examples:

US articles of Confederation, Nebraska State Legislature,  
Israel Knesset, D.R. of China parliament, Kenya parliament,  
Egypt parliament, Boise City Council

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Teacher Template 2  
*Comparative Governments at a Glance Worksheet*



Official Name:	United Kingdom of Great Britain and Northern Ireland
Capital City:	London
Type of government:	Constitutional Monarchy
Head of State:	Queen Elizabeth II (since Feb. 1952)
Head of Government:	Prime Minister Tony Blair (since May 1997)
Legislative Branch:	Bicameral Parliament House of Lords: 670 members, hereditary life terms House of Commons: 659 members elected to 5 year terms
Local Divisions:	England (387), Wales (22), Scotland (320), Northern Ireland (26)



Official Name:	*Northern Ireland
Capital City:	Belfast
Type of Government:	No. Ireland has remained a part of Great Britain since 1920 with a separate parliament at Stormont. Northern Ireland elects 18 members to the House of Commons.  * In 1972, Britain suspended Northern Ireland's parliament located at Stormont. London transferred authority to a shared government in 1999, but later that year it was suspended. Currently, the government is in a peace process.

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Official Name:	Ireland
Capital City:	Dublin
Type of Government:	Parliamentary Republic
Head of Government:	Prime Minister of Ireland: Bertie Ahren (since June 1997)
Head of State:	President: Mary McAleese (since Nov. 1997)
Legislative Branch:	Bicameral Parliament Senate: 60 members serving 5 year terms House of Representatives: 166 members elected to 5 yr. terms
Local Divisions:	6 counties



Official Name:	United State of America
Capital City:	Washington, D.C.
Type of Government:	Federal republic
Head of State & Government:	George W. Bush (since Jan. 2001)
Former President:	William J. Clinton (Jan. 1993-Jan 2001)
Legislative Branch:	Bicameral Congress Senate: 100 members, 2 per State for 6 year elected terms House of Representatives: 435 based on population for 2 year elected terms
Local Divisions:	50 States

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Teacher Template 3

*Google Government Images List*

Use the following images to form a bulletin board of each government in collage style while reviewing the “Government at a Glance” Worksheet. The images can be found on the Google site <http://www.google.com/>. Instruct the students to click on “Images” found above their assigned image in order to choose one appropriate visual representation. Assign students one or more of the following images for the construction of the government bulletin board. These visuals should be enlarged to an 8½ x 11”size.

Flag of United Kingdom of Great Britain & Northern Ireland  
Flag of Ireland  
Flag of United States

Queen Elizabeth II  
Tony Blair  
Mary McAleese  
Bertie Ahern  
George W. Bush

British Parliament Building (outside view)  
House of Lord (inside view)  
House of Commons (inside view)

Irish Parliament or Oireachtas (outside view)  
Irish Senate or Seanad  
Irish House or Dail

Northern Ireland Assembly at Stormont

US Capital Building (outside view)  
US Senate (inside view)  
US House of Representatives (inside view)

Use the following images to create a wall between the bulletin board governments of Great Britain, \*Northern Ireland, and Ireland while reading the article “What’s the Trouble?”. Depending on the size of the class and for additional impact and involvement, the teacher may also wish to assign each student a mural to add to the bulletin board and construction of the Belfast Peace line.

Belfast Peace Wall (2 long shot views)  
Belfast Peace Wall (2 close up views)  
Belfast Murals \*(2-4 Republican close up views)  
Belfast Murals \*(2-4 Loyalist close up views)  
Gerry Adams

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Student Template 1

Name: \_\_\_\_\_

*Comparative Governments at a Glance Vocabulary Worksheet*

Key Vocabulary terms to define:

1. Define the word state: \_\_\_\_\_

\_\_\_\_\_

EX. \_\_\_\_\_

2. Define State: \_\_\_\_\_

\_\_\_\_\_

EX. \_\_\_\_\_

3. Define government: \_\_\_\_\_

\_\_\_\_\_

EX. \_\_\_\_\_

4. Define democracy: \_\_\_\_\_

\_\_\_\_\_

EX. \_\_\_\_\_

5. Define republic: \_\_\_\_\_

\_\_\_\_\_

EX. \_\_\_\_\_

6. Define constitutional monarchy: \_\_\_\_\_

\_\_\_\_\_

EX. \_\_\_\_\_

7. Define federal: \_\_\_\_\_

\_\_\_\_\_

EX. \_\_\_\_\_

8. Define presidential: \_\_\_\_\_

\_\_\_\_\_

EX. \_\_\_\_\_

9. Define parliamentary: \_\_\_\_\_

\_\_\_\_\_

EX. \_\_\_\_\_

10. Define bicameral: \_\_\_\_\_

EX. \_\_\_\_\_

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Student Template 2  
*Comparative Governments at a Glance Worksheet*

Name: \_\_\_\_\_



Official Name: \_\_\_\_\_

Capital City: \_\_\_\_\_

Type of government: \_\_\_\_\_

Head of State: \_\_\_\_\_

Head of Government: \_\_\_\_\_

Legislative Branch: \_\_\_\_\_

House of Lords: \_\_\_\_\_

House of Commons: \_\_\_\_\_

Local Divisions: \_\_\_\_\_



Official Name: \_\_\_\_\_\*

Capital City: \_\_\_\_\_

Type of government: Northern Ireland has remained a part of Great Britain since 1920.

A separate, but suspended parliament at: \_\_\_\_\_

Northern Ireland elects: \_\_\_\_\_

\* London transferred authority to a shared government in 1999, but later that year it was suspended. Currently, the government is in a peace process.

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Official Name: \_\_\_\_\_  
Capital City: \_\_\_\_\_

Type of government: \_\_\_\_\_  
Head of Government: \_\_\_\_\_  
Head of State: President: \_\_\_\_\_

Legislative Branch: \_\_\_\_\_  
Senate: \_\_\_\_\_  
House of Representatives: \_\_\_\_\_

Local Divisions: \_\_\_\_\_



Official Name: \_\_\_\_\_  
Capital City: \_\_\_\_\_

Type of government: \_\_\_\_\_  
Head of Government: \_\_\_\_\_  
Head of State & Government: \_\_\_\_\_

Legislative Branch: Bicameral Congress  
Senate: \_\_\_\_\_  
House of Representatives: \_\_\_\_\_

Local Divisions: \_\_\_\_\_

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Student Template 3

*What's the Trouble?*

In the fifty years of Northern Ireland's existence, there has been peaceful, yet strained coexistence among the residents. After the 1921 truce, the six counties of Northern Ireland remained a part of the United Kingdom. Sovereignty was maintained in London, taking care of defense and foreign policy. Local matters were left to a parliament at Stormont. Despite the fact that there was a long history of interaction and association between the British and the Irish, tension was never far from the surface.

From the early 16th century onward, the settlement by the English and the Scottish called the *Plantation of Ulster* resulted in the confiscation of land by the Scottish and English Protestants from the Catholic Irish residents. The close geographic proximity of these two groups who differed in religious practice, political allegiance, and cultural values resulted in a type of social segregation. Protestants saw the conflict in terms of security and preserving the merger with Great Britain, while Catholics viewed it as a nationalist struggle for self-determination against unfair and corrupt Unionist government. Social segregation enhanced economic disadvantages as evidenced in differing levels of employment, education and health care provision.

During the 1960's, worldwide, as well as in the United States, civil rights movements began. As a result, the pursuit for more equitable access to social, political and cultural power started in Northern Ireland. Roman Catholics charged that they were discriminated against in voting rights, housing, and employment. An organization called the Northern Ireland Civil Rights Association launched a civil rights campaign modeled after the Civil Rights movement of Martin Luther King and others in the U.S. The NICRA sought an end to the gerrymandering of electoral voting districts and a type of poll tax which favored Protestants. Their quest met with both political and nationalistic resistance. No one foresaw however, the violent meltdown that transpired, even though both groups were always suspicious of each other. Communal marching and later rioting in Derry, Belfast, Newry and elsewhere left many people dead and many homes burned. Specifically, in 1969, the London government sent British troops to restore order. This need for order was seen by militants as British oppression on Irish soil. The IRA/PIRA (Provisional Irish Army) prompted a response by the Protestant loyalist militants. Escalation of killings, abuse and torture resulted. London parliament abolished the Northern Ireland government in 1972 and began direct rule. Rioting was replaced by thirty years of low-intensity, sporadic violence, known colloquially as the "Troubles". The term "Troubles" had been used in a social context at wakes or funerals where people who wanted to express condolence would often say "sorry for your troubles" to friends and relatives of the deceased. Now the meaning was extended to cover wider social and political conflict.

This conflict or "Troubles" lasted until 1998. It is not war in any legal sense, but has been described as a guerilla war, even a civil war. Although the number of active participation is relatively small, the Troubles have touched the lives of most people in Northern Ireland on a daily basis, while occasionally spreading to the Great Britain and the Republic of Ireland. During this period, more than 3,600 people were killed and over 300,000 were injured. All this violence occurred in a relatively small geographic area, involving 1.2 million people.

In order to understand the divisions and segregations of the society of Northern Ireland, one must be aware of the many groups involved. Listed below are the acronyms of the major factions involved:

Republican groups: IRA or Irish Republican Army,  
PIRA Provisional Irish R. Army or Provos  
CIRA or Continuity IRA (opposed to ceasefire)  
Real IRA also opposed to ceasefire)  
INLA or Irish National Liberation army  
Sinn Fein is a political wing of the IRA

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Loyalist groups:    UVF or Ulster Volunteer Force  
                          UDA or Ulster Defense Association  
                          UFF or Ulster Freedom Fighters  
                          LVF or Loyalist Volunteer Force

During the period of the “Troubles”, the people of Northern Ireland and especially those in Belfast segregated themselves into areas. Many parts of the city are either “Protestant”/Loyalists/British or “Catholic”/Republicans/Irish. These divisions remain even today, though only about 53% is considered segregated. These parts of the city are discernible by flags, graffiti, murals, curb painting or other marks of territory. The most prominent division of the neighborhoods are corrugated-iron “peace” wall. British soldiers installed the first one in 1969 to quash the violence, and later area residents erected others as protection from “the other side”. There are over 20 “Peace lines” in Belfast. Some are euphemistically known as “environmental barriers” because they have been made less obtrusive by the planting of trees and shrubs. The most ominous of these barriers stretches for two miles along Springfield Road, dividing Falls Road a predominantly Catholic community from Shankill Road a mostly Protestant community. Along this wall, there are gates which can be closed by remote control by security forces. Even with a 15 foot extension of wire mesh, occasional rocks, Molotov cocktails and slurs come over the divide. At flashpoints like Short Strand in East Belfast, there are “curb stones” painted red, white, and blue with union flags everywhere, while on the other side are the colors, green, white, and gold.

The infamous painted murals of Belfast were started almost 100 years ago as crudely painted political statements and as territorial markers for the Loyalist and the Republicans. Early this century, images of William III and other Orange symbols began to appear as an assertion of the British identity. Elaborate flags, flowers, and bunting were hung from houses for the July commemorations of the Battle of Boyne. (The 1690 Battle of Boyne was when William of Orange defeated Catholic King James and cemented British rule until the 1916 Easter Uprisings.) These displays for the Twelfth of July were short-lived however.

Later, the introduction of the murals became more permanent affirmations of loyalty where streets could declare their faith throughout the year. Gradually, many have achieved a compelling level of artistry. They can be found on the gabled ends of houses or on fences. Over 600 exist today. As many as 2,000 murals have been photographed and catalogued. As images, these murals are open to interpretation. They function as propaganda and rhetoric, as well as ideological and symbolic markers. These markers are site-specific. That is, their power as a political statement is enhanced by their location. If removed and located to another site, a different meaning and interpretation may result. These murals are often along parade route or situated as a boundary marker, a warning or challenge. Some denote the home territory of a martyr, like Bobby Sands, the leader of the 1981 Hunger Strike. These murals are regarded as a place to honor and remember the dead or imprisoned. Small plaques, marble memorials, and free-standing Celtic crosses are also scattered through the city as reminders of the sacrifices and hardships of the community.

Murals today are seen in a new context. There is a sense of opportunism as tourist operators now head into these districts. As such, the murals have become the symbols of the “Troubles” and the local culture war. They are the shared history of a time hopefully past and provide a base for new understanding and peace.

Several initiatives for peace began during the 1990’s, but were always stalled. In 1994, a ceasefire was declared and talks began between the main political parties. . President Clinton became interested in Northern Ireland both for political and corporate links. The White House viewed Northern Ireland a low-cost, low-risk foreign policy endeavor. George Mitchell, a former US Senator, was invited by both the British and the Irish governments to chair an international group charged with devising a workable solution. Later, a newly elected British Prime Minister, Tony Blair, kick-started another stalled peace talk. In 1997, Blair shook hands with the Sinn Fein leader, Gerry Adams. This marked the first time since 1921 that a British Prime Minister had met with Sinn Fein. A plan was presented to elect a northern Ireland self-governing assembly which would “power share” with the main parties. That deadline was met. On Good Friday, April 10, 1998 in Belfast, both governments of Ireland and Great Britain agree to hold a referendum or vote. The agreement included the following: phased release of paramilitary or terrorist prisoners, gradual decommissioning of weapons and the approval of the republic of Ireland that the claim to the six counties be dropped from the constitution. The

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referendum in Ireland was approved by 95%. The vote in northern Ireland was approved by 71%.

In July 1998, the northern Ireland Assembly met for the first time at Stormont with David Trimble as the elected First minister. Disagreement over the role of the IRA and their disarmament caused the parliament to go into limbo, with off-and-on negotiations over the next seven years. Stormont rule was suspended several times, and direct rule from London was re-imposed.

Despite these events, the hope for the Peace Process remains alive today and real progress has been made. Both Protestant and Catholic communities have unmistakably expressed a wish for a normal political situation. It is an alarming fact however, that violence continues to disrupt existence in the area. It seems likely however, that after four hundred years of conflict, an “imperfect peace” will exist because of a deep distrust among the parties involved. At stake is the future status of Northern Ireland and the form of government that will exist there.

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**ECONOMICS**

**Republic of Ireland and Northern Ireland: Economic Comparison**

This lesson is designed to provide an opportunity to familiarize students with the Republic of Ireland and Northern Ireland (United Kingdom) in preparation for a meaningful sister-school partnership. It is suggested that the lesson be:

- 1) Introduced following the explanation of the partnership in which they will be involved this school year, and
- 2) Used in conjunction with the geography, history, government, and language arts lessons designed specifically for participating schools.

**I. Content:**

I want my students to understand (or be able to):

- A. Research and document data
- B. Create a graph of economic comparison
- C. Develop skill in the use of publications
- D. Compare and analyze the differences in economic stability and power within the country of Ireland.

**II. Prerequisites:**

In order to fully appreciate this lesson, students should have an understanding of the following economic terms:

- A. GDP, per capita income, literacy rate, mortality rate, unemployment, comparative advantage, standard of living, life expectancy, economic systems.

**III. Instructional Objectives:**

The students will:

- A. Prepare a fact sheet containing key statistical information
- B. Locate information related to the economic, political and social issues that affect their country
- C. Utilize statistics to determine and compare the quality of life available
- D. Be involved in a discussion related to how the statistics on their fact sheet describes the Republic of Ireland and Northern Ireland's quality of life/standard of living using such terminology as scarcity, competition, and comparative advantage.

**IV. Materials and Equipment:**

*Teacher:* 2 Fact Sheets (Key can be used instead of blank Fact Sheet if short for time)

Sources: Almanacs, Encyclopedia, Internet sources such as:

<http://www.cia.gov/cia/publications/factbook/>,

<http://www.infoplease.com/ipa/A0107648.html>,

<http://home.12move.nl/sh829487/engelandkunde/ulster.htm>

*Students:* Access to library, access to the internet (if using blank Fact Sheet)

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**V. Idaho Achievement Standards**

This lesson plan supports the following state standards:

**Standard 3: Economics**

Students in Economics explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of good personal finance.

**Goal 3.1: Explain basic economic concepts.**

**Objective(s): By the end of Economics, the student will be able to do:**

- 9-12.E.3.1.1 Define scarcity and explain its implications in decision making.
- 9-12.E.3.1.2 Identify ways in which the interaction of all buyers and sellers influence prices.
- 9-12.E.3.1.3 Identify the incentives that determine what is produced and distributed in a competitive market system.

**Goal 3.2: Identify different influences on economic systems.**

**Objective(s): By the end of Economics, the student will be able to do:**

- 9-12.E.3.2.1 Compare and contrast the characteristics of different economic systems.

**Standard 5: Global Perspectives**

Students in Economics build an understanding of multiple perspectives and global interdependence.

**Goal 5.1: Build an understanding of multiple perspectives and global interdependence.**

**Objective(s): By the end of Economics, the student will be able to:**

- 9-12.E.5.1.1 Describe the involvement of the United States in international economic organizations and treaties, such as GATT, NAFTA, and the WTO.
- 9-12.E.5.1.2 Analyze global economic interdependence and competition.
- 9-12.E.5.1.3 Apply economic concepts to explain the role of imports/exports both nationally and internationally.

**V. Instructional Procedures**

- A. Tell students that they will continue researching Ireland and that they should keep in mind their objective of acquiring a better understanding of Ireland
- B. Review the concepts of:

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- GDP
  - Literacy rate
  - Mortality rate
  - Unemployment rate
  - Comparative advantage
  - Standard of living
  - Life expectancy
  - Population
  - Economic systems
- C. Distribute the Fact Sheet assignment
- D. Instruct the students on the use of resources provided (as outlined in Required Materials)
- E. When the students have completed their Fact Sheets, break the students into four groups (United States, United Kingdom, Republic of Ireland, and Northern Ireland). Have the groups all stand in front of the class and position themselves in rank for each category of economic stability by comparing:
- Population
  - Land mass
  - People/square mile
  - GDP
  - Per capita income
  - Unemployment
  - Literacy rate
  - Life expectancy
  - Mortality
- F. In each case, explain how each item in the Fact Sheet impacts their groups global positioning. Observe student's comprehension through discussion to who ranks highest and ranks lowest for each statistic.
- Who ranked highest/lowest? What are the advantages/disadvantages?
  - Who ranked highest/lowest in most categories? What are the advantages/disadvantages?
  - Which category do you think is most important to the following: Quality of life, economic freedom, comparative advantage, labor force, imports/exports, value of currency
  - What does it mean to rank higher in comparison to the other groups?
- G. Redistribute the students into two groups representing the Republic of Ireland and Northern Ireland.
- H. Rank each category of the Fact Sheet by having the group with the more favorable statistic stand, while the other sits.
- I. If time permits, create a wall graph representing the Fact Sheet statistics
- J. Discuss the impact of having separate statistics for two different groups representing the same country. Ask the following questions:

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- How will the issue of sovereignty be impacted?
- Why does Ireland have a drastic difference in income/capita? How does this impact sovereignty? What role does the UK play in all this? Does the United States have drastic differences in income from state to state? Are your conclusions the same?

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**FACT SHEET**

<b>Information:</b>	<b>United States</b>	<b>Northern Ireland</b>	<b>Republic of Ireland</b>
Population % urban	266 Mil. 75%	1,685,000 64%	4,062,235
Age Distribution	<15 = 22%, 65+ = 13%	<14 = 20.2%, 65+ = 15.5%	<14 = 20.9%, 65+ = 11.6%
Density of pop.	75 ppl/sq.mile	72.7 ppl/sq.mile	153 ppl/sq.mile
Ethnic groups	83% White, 6% Black 4% Asian, 6% Hispanic	99% White, 1% Black	Celtic, English
Languages	English	English, Irish (Gaelic)	English, Irish (Gaelic)
Religions	52% Protestant, 37% Catholic, 4% Jewish	53% Protestant, 43% Catholic	88% Catholic, 1.6% Christian
Area	3.5 Mil./sq. miles	5,454 sq. miles	43,669 miles
Capital City/pop./ Largest City	Washington, D.C./7.3 mi New York City	Belfast/579,276 Belfast	Dublin/1,018,500 Cork/193,400
GDP	\$12 Trillion	\$65 billion	\$136.9 billion
Unemployment %	5.1%	4.6%	4.2%
Per Capita Income	\$40,1000	\$20,139	\$31,900
Life Expectancy Infant Mortality # of Physicians	76m, 80f 7/1000 1/391	76m/80f 5.6/1000 2.4/1000	75m, 80f 5.31/1000 2.8/1000
Literacy Rate	99%	98%	99%

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<b><u>FACT SHEET</u></b>
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Information:	United States	Northern Ireland	Republic of Ireland
Population % urban			
Age Distribution			
Density of pop.			
Ethnic groups			
Languages			
Religions			
Area			
Capital City/pop./ Largest City			
GDP			
Unemployment %			
Per Capita Income			
Life Expectancy Infant Mortality # of Physicians			
Literacy Rate			

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**LANGUAGE ARTS**

**United Kingdom and Republic of Ireland: The Ballad of “Kevin Barry”**

This lesson is designed to provide an opportunity to familiarize students with the United Kingdom and the Republic of Ireland in preparation for a meaningful sister-school partnership. It is suggested that the lesson be:

- 1) Introduced following the explanation of the partnership in which they will be involved this school year, and
- 2) Used in conjunction with the geography, history, government, and economics lessons designed specifically for participating schools.

**Introduction: Note to Teachers**

Ballads in general and their reflection of cultures.

Ballads, Irish ballades included, and poetry, can tell us a great deal about people and events. In addition to their words being read or put to music, they reveal the emotions, culture and history of a people. Common ballad themes are suffering and death. The ballad, “Kevin Barry,” one we will focus on in this Language Arts lesson, is a definitive folk song recounting the tale of a young Irish lad who bravely fought and died to protect his country.

Irish ballads reflect their use of language. Although most of Ireland’s population speaks English, their traditional language is Gaelic, a Celtic language; both are taught in the schools. Northern Ireland uses English only. “Kevin Barry” is a translation from Gaelic, and its original words may have been adapted to fit certain musical instruments.

Contents of some ballads reflect historical conflicts in Ireland’s efforts to gain freedom from centuries of English rule. This particular ballad illustrates the defense by the Republic against an attempt to destroy it. As in many other battles, the size of the Irish Republican Army could not compete with the strength of the British forces. The attacks continued, however, and a truce was not signed until mid-July 1921. Complete independence would take almost three more decades.

Since the events in the ballad occurred in the early 1920’s this brief historical overview will focus on that time period. The Irish Free State was established by treaty with Great Britain as a dominion within the Commonwealth of Nations in 1922. Northern Ireland was provisionally included in the Irish Free State but it could opt out if parliament agreed to do so. It did so, and the boundaries remained the same, as did its affiliation with Great Britain. In addition to the boundary which separates the island politically, it is also divided by religion and culture.

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**I. Content:**

I want my students to understand (or be able to):

- A. Read and recognize a ballad as a type of poetry.
- B. Visualize the subject and his actions.
- C. Work in groups to read, analyze and discuss the content and its meaning.

**II. Prerequisites:**

In order to fully appreciate this lesson, the student must know (or be experienced in):

- A. Recognize a ballad as a type of poetry.
- B. Identify and discuss ballad structures.
- C. Listen to and read (silently and orally) the ballad in the lesson: For sounds of the author's words and for images.
- D. Apply their previous knowledge to reading and grasping meaning.
- E. Have a basic understanding of the political problems Ireland has faced to gain its independence from Great Britain; the separation of the Republic of Ireland from Northern Ireland, Great Britain's role and influence. Refer to teacher's notes and the map of Ireland.
- F. Review the term epitaph.

**III. Instructional Objectives:**

The student will:

- A. Identify why a ballad is a form of poetry.
- B. Explain how the ballad reflects Irish culture and history.
- C. Practice group skills to read and discuss the ballad and answer questions on the activity sheet.

**IV. Materials and Equipment:**

*Teacher:* Projector or Power Point Presentation  
Transparency of map of Ireland  
Copy of ballad  
Copy of map  
Biography: <http://www.ireland-information.com/articles/kevinbarry.htm>

**V. Instructional Procedures:**

- A. Write on board: An outline of today's lesson: Reading, discussing, and analyzing an Irish ballad and learning about its historical significance.
- B. Listen to the ballad, "Kevin Barry." The teacher, or accomplished student or a recording could accomplish this task.
- C. Provide each group (prearranged) a copy of the ballad and the assignment sheet.
- D. Reread the poem and ask students listed-in questions:
  - 1. Who is the main character?
  - 2. Who is the speaker?
  - 3. What is the rhyme scheme?
  - 4. What is the poem about?
  - 5. Where is the poem taking place?

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- E. Working in groups, answer the questions on the assignment sheet. Assign random questions to each group; Ex.: Group 1, answer questions 1,3,8, and 11, etc. Each group will orally report their answers in sequences at the lesson's conclusion.

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**Student Activity**

**Directions:** Use the ballad to identify, discuss and answer the following. Write in complete sentences.

1. Who tells the ballad?
2. Who is Kevin Barry?
3. State five facts about Barry.
4. How many stanzas and lines per stanza are in the ballad?
5. How are the British referred to?
6. What is the sentence of death and how did it differ from Barry's wish?
7. Define the word martyr.
8. What is the rhyme scheme and rhythm?
9. What gives the ballad its sense of rhythm?
10. What emotions are evoked in Stanza 5?
11. Sometimes the words in ballads are difficult to understand. Speculate why that isn't so in this ballad.
12. Is the conflict in the ballad typical of wars in other parts of the world?
13. What musical instrument(s) might be used to accompany the ballad?
14. Write an epitaph for Kevin Barry.

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Kevin Barry

In Mountjoy jail<sup>1</sup> one Monday morning  
High upon the gallows tree,  
Kevin Barry gave his young life  
For the cause of liberty.  
But a lad of eighteen summers,  
Still there's no one can deny,  
As he walked to death that morning,  
He proudly held his head on high.

Just before he faced the hangman,  
In his dreary prison cell,  
The Black and tans<sup>2</sup> tortured Barry,  
Just because he wouldn't tell  
The names of his brave comrades,  
And other things they wished to know.  
"Turn informer and we'll free you"  
Kevin Barry answered, "no".

"Shoot me like a soldier.  
Do not hang me like a dog,  
For I fought to free old Ireland  
On that still September morn.  
"All around the little bakery  
Where we fought them hand to hand  
Shoot me like a brave soldier,  
For I fought for Ireland."

"Kevin Barry, do not leave us,  
On the scaffold you must die!"  
Cried his broken-hearted mother  
As she bade her son good-bye.  
Kevin turned to her in silence  
Saying, "Mother, do not weep,  
For it's all for dear old Ireland  
And it's all for freedom's sake.

"Calmly standing to attention  
While he bade his last farewell

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<sup>1</sup> **Mountjoy Jail** – located in Dublin

<sup>2</sup> **Black and Tans** – refers to British soldiers

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To his broken hearted mother  
Whose grief no one can tell.  
For the cause he proudly cherished  
This sad parting had to be  
Then to death walked softly smiling  
That old Ireland might be free.

Another martyr for old Ireland;  
Another murder for the crown,  
Whose brutal laws to crush the Irish  
Could not keep their spirit down.  
Lads like Barry are no cowards.  
From the foe they will not fly.  
Lads like Barry will free Ireland,  
For her sake they'll live and die.

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**Map of Ireland and Northern Ireland**

